



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **TLSC 300: Professional Learning Communities**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall Semester 2016

### **Instructor Information**

Name: Dr. Seungho Moon

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Office hours: By appointment

### **TLSC 300 Information**

Dates: 11/21/16 to 12/5/16

Days: Mondays

Times: 4:15 – 6:15pm

Campus Location: *Dumbach Hall, Room 233*, Lakeshore Campus (LSC)

(Small group discussions will be held in Mundelein Room 415)

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### **PLC Overview:**

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions.

### **Session Description**

Professional learning communities (PLCs) serve as the touchstone of teaching and learning in the Teaching, Learning, and Leading with Schools and Communities (TLLSC) teacher preparation program, bringing together teacher candidates within specialty areas to share and co-construct knowledge, skills, and dispositions applied to their classroom contexts. By working in small groups of colleagues and peers, learning is emergent, targeted, and collaborative. Facilitated by faculty members with expertise in the specialty area, the PLCs serve as communities of practice where candidates come together to (a) share learning from various school- and community-based

experiences, (b) synthesize learning through reflection and discussion, and (c) apply learning through completion of sequence summative assessments. In this way, candidates come together to make meaning of the learning in modules and sequences to apply learning within their chosen specialty areas in order to increase their content and pedagogical expertise.

### **Session Goals**

Essential Questions:

- What are pertinent factors of teaching, learning, and leading with schools and communities?
- How does theory connect with your learning and experiences in this sequence?
- How do sequence learning and experiences connect with past learning and experiences?
- How will you use your learning to guide subsequent problem-solving in education?
- What are the connections between your learning and experiences across this sequence and professionalism in service of social justice?
- What goals do you have for future learning in the area of literacy to increase your content and pedagogical expertise?

As a part of this experience, candidates will understand that effective educators:

- Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups (EU1).
- Engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students (EU2).
- Utilize information from theories and related research-based practices when making decisions and taking action in their professional practice (EU10).

As a part of this experience, candidates will:

- Use goals and procedures to guide PLC dialogue and to synthesize and make meaning of the learning and experiences across sequences.
- Engage in collaborative discussion and learning related to teaching, learning, and leading, as well as professionalism in service of social justice.
- Engage in dialog and make connections between sequence learning and experiences with pertinent theories and principles and specialty area teaching and learning.
- Complete the sequence summative assessments for their particular sequence related to the specialty area with individualized support from faculty facilitators.

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### **IDEA Objectives:**

As a part of this experience, candidates will:

- Learn to apply course material to improve thinking, problem solving, and decisions.

- Acquire skills in working with others as a member of a team.
  - Acquire an interest in learning more by asking questions and seeking answers.
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### **Grading and Assessment**

- **Grading:** This course will be graded on a **Pass/Fail** basis.

**Attendance:** PLCs, a 1-credit-hour experience across the academic year, meet only six total sessions – 3 sessions at the end of fall semester, and 3 at the end of spring semester. Because of the limited time of the experience, candidates are expected to attend *every* session. Candidates who have had unexcused absences without notification and who have not worked with the instructor to make up the work within the semester will receive an NP for that semester.

Students should be aware that transcript credit for PLC is awarded in spring semester, AND that grades in fall PLCs impact PLC grades in spring semester.

In order to address the absences, the PLC faculty member who awarded the NP will develop a dispositions contract to be reviewed and signed by the candidate. This disposition contract will include the completion of an approved independent inquiry due no later than the end of the sixth week of the following term (spring or fall). This inquiry would not be a formal independent study, but is an independent inquiry project that the faculty member determines as sufficient to make up for the unexcused absence(s). The candidate will take full responsibility for completing the project and meeting the requirements of the disposition contract.

If a candidate satisfactorily completes the approved independent inquiry before the end of the sixth week of the following term, and meets the other obligations of the disposition contract the faculty member will change the NP to a P.

If the candidate does not submit a satisfactory independent inquiry before the end of the sixth week of the following term, or does not meet other obligations of the disposition contract the NP will remain on the students' record and the candidate will be dismissed from the School of Education.

**Participation:** In addition to the importance of attendance, active participation is central to PLCs. To receive a passing grade, candidates must come ready to actively participate in PLC dialog. This implies having read any assigned readings and completed any assigned tasks determined by the instructor or by the PLC as a whole.

**Assessment:** At the close of each semester, following the completion of the PLCs and submission of sequence summative assessments, candidates will reflect upon personal and professional learning during that semester, specifically on Conceptual Framework Standards 1 (synthesizing their learning about teaching, learning, and leading with schools and communities) and 6 (collaborating with peers and making decisions about practice to model professionalism in service of social justice).

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## Session Experiences

- PLCs, by nature, are flexible and responsive to the evolving needs of the participants. Whereas the introductory session of the academic year will be used to inform candidates about the pertinent PLC structure and relation to the overall TLLSC program, ongoing sessions are flexible based on candidates' needs.
- Within the larger PLC section, candidates will engage in *Teacher Candidate Inquiry Groups* (TCIGs). These smaller groups will be organized by program area (e.g., elementary, math, science) and interest and will span program years and developmental stages in teacher development (e.g., freshman, sophomore).
- Whereas each session will open and close with whole-group dialog and learning in the PLC, the TCIGs will serve as the primary locale for candidates to set goals for learning, ask questions about their practice, seek out resources to mediate discussion, and work through problems and solutions together. The instructor will participate and facilitate these TCIG discussions, but they are meant to be emergent from candidates' interests, questions, and ideas as they apply learning from the semester to areas of expertise.

## Currently Assessed Disposition:

- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
- Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.
- Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.
- Maintaining one's own intellectual, emotional and physical well-being to effectively fulfill one's professional responsibilities

## School of Education Policies and Information

### Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—*Social Action through Education*—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

	<b>Reading</b>	<b>In-Class Activities</b>	<b>Preparation/Homework</b>
<b>Week 1</b>	Text: <i>Worth Striking For</i> -by Isabel Nunez, Gregory Michie, and Pamela Konkol Foreword by Pedro Noguera Chapter 1: Introduction: Keep a Place for Policy Chapter 2: Chicago Teachers United	*Introductions;  *Overview of syllabus and course expectations;  *Introduction to photovoice/electronic collage project;  *Small group discussion of reading and preparation of questions for guest speaker;  *Exit slip related to issues of social justice, implications of the presidential election, and classroom teaching.	Read foreword and chapters 1 & 2 of <i>Worth striking for</i>
<b>Week 2</b>	Text: <i>City Kids City Schools</i> --Chapter 2: from <i>Holler If You Hear Me</i> -by Greg Michie --Chapter 20: “What Teachers Need to Know About Poverty”-by Sue Book --Chapter 17: from <i>The Shame of a Nation</i> -by Jonathon Kozol	Guest Speaker presentation: Professor Isabel Nuñez;  Small group discussion related to exit slip comments/questions;  Time to work in small groups on project	Read listed chapters  Work on social justice media project

<b>Week 3</b>	Beyond the Knapsack  Responding to Hate and Bias at School  Let's Talk Guide	Panel presentation  Small group scenario discussions;  Social justice media presentations	Read listed chapters  Finalize social justice media project
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### **The Images of Teaching for Social Justice- *The final project***

“[T]eaching for social justice is teaching for the sake of arousing the kinds of vivid, reflective, experiential responses that might move students to come together in serious efforts to understand what social justice actually means and it might demand” (Greene, 1998, pp. xxix-xxx)[1].

*Teaching for social justice* is the theme of TLSC 300A in the fall of 2017. As Greene articulates, teaching for social justice is a reflective, ethical action taken in order to respond to urgent social issues. When teaching for social justice, teachers must advocate for the educational rights of all children, regardless of their positions in society. In the final project, teacher candidates are required to present a small group project that represents the image of teaching for social justice.

#### *Protocols of the project*

- As a group of 3-4, comprised of all years, discuss the meaning of social justice and its embodiment of teaching for social justice (On Week 2, time will be given to work as a small group)
- Take a couple of photos as a small group representing your group's images/metaphors of teaching for social justice. Select one final image.
- Write 3-4 sentences explaining your group's philosophy of teaching for social justice and the significance of the image.
- On Week 3, you will present your selected image in 5 minutes as a group. You will introduce the image and explicate the ways in which your image is related to our enduring inquiry in teaching for social justice.
- Upload your presentation material to Sakai.

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[1] Greene, M. (1998). Introduction: Teaching for social justice. In W. Ayers, J. A. Hung, & T. Quinn (Eds.), *Teaching for social justice* (pp. xxvii-xlvi). New York, NY: Teachers College Press.

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Fairness, and the Belief that All Students Can Learn.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***